

SUSTAINABILITY IN THE BACHELOR OF BUSINESS REFRESH

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Paper presented at 2012 JCU Teaching and Learning Week: Rethink, innovate, redesign, 28 May - 1 June 2012

As Curriculum Scholar in the Faculty of Law Business and Creative Arts (FLBCA) I have joined colleagues in the School of Business in the refresh of the B Bus.¹ My role specifically has been to support development of the planned curriculum in terms of its alignment with the themes of the curriculum refresh – principally sustainability, but through this concept, internationalisation, the tropics and Indigenous perspectives. Working with an existing foundation for curriculum design through a thematic lens, (Galloway, 2011a; Galloway, Shircore, Corbett-Jarvis, & Bradshaw, 2012; Jones & Galloway, 2012 (in press)) stage one involved familiarisation with the business education literature specifically concerning education for sustainability (eg Duncan et al., 2011; Wilcox et al., 2012). Importantly however, the role of curriculum scholar has not been to deal with discipline content or skills – but rather to facilitate colleagues' orientation of their particular discipline and subject area in terms of the curriculum refresh themes. Accordingly, this paper identifies the means by which the enacted curriculum may be supported in terms of the curriculum refresh themes (Erickson, 2002; Galloway, 2011a; Jones & Galloway, 2012 (in press)), following principles of constructive alignment (Biggs, 1996).

¹ This role is funded as part of the JCU Curriculum Refresh Project, 'Australia's University for the Tropics', funded by the Australian Government Department of Education, Employment and Workplace Relations through its Diversity and Structural Adjustment Fund and by James Cook University.